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ABSTRACT

Kean College of New Jersey's most recent performance report is represented in response to the Governor's challenge that each of the state colleges develop a comprehensive plan that would "chart their own paths to greatness." Following an introduction that looks at the core of excellence, conditions of excellence, and the path to excellence, five sections focus on objectives. They are: (1) to assess and improve student achievement (assessment of learning and development outcomes, training and development, student awareness and involvement, what was learned from the process, future directions, and dissemination activities); (2) to improve access and persistence (recruitment of minority students, freshman center, learning assistance programs, and increasing student involvement and strengthening leadership); (3) to implement strengthened general education program (strengthening and expansion of general education curriculum, cultural programming, faculty training, assessment, program evaluation, and a note on dissemination); (4) to expand faculty and professional staff development (computer training plans and computer training initiatives); and (5) to integrate computers in curricula (institutional initiatives, programmatic and discipline-based laboratories, computer purchase incentives, and associated computer research and training opportunities). (SM)

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Excellence and Equity

A Report on the Kean College Challenge Grant

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EXCELLENCE AND EQUITY:

A Report on the Kean College of New Jersey

Governor's Challenge Grant

February, 1988

KEAN COLLEGE OF NEW JERSEY

Excellence and Equity: Challenge Grant

Performance Report

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KEAN COLLEGE OF NEW JERSEY

GOVERNOR'S CHALLENGE GRANT

EXECUTIVE SUMMARY OF GRANT ACTIVITIES TO DECEMBER 31, 1987

INTRODUCTION

The Governor's Challenge

This document represents Kean College's most recent "performance report" in response to the Governor's Challenge that each of the State Colleges develop a comprehensive plan that would "chart their own paths to greatness." The plan, originally written two and one half years ago as part of the College's original Challenge Grant proposal, was to have been, according to the Department of Higher Education, "mission-centered" and was to "document the college's efforts to strengthen, to modify, and to clarify the institution's mission and to make the college academically distinctive." The plan, as prescribed, also included an institutional portrait focused on fundamental characteristics of the institution's student body and academic offerings. The vital core of the Kean College plan was centered on the strategic goals the college set for itself in order to achieve excellence and in the specific objectives by which those goals were to have been met.

The Core of Excellence

Kean College's Challenge Grant is strongly premised on the view that new measures of institutional excellence are needed. The challenges confronting higher education in today's world require it. The new measures must transcend many of the indices which have traditionally provided the basis for judgments about institutional quality.

According to the Commission on Higher Education of the Middle States Association of Colleges and School, "a major index of an institution's quality is the astuteness with which it has identified its task." Kean College concurs with the Commission that the measure of a superior institution's task must rest on a certain core of elements. In the view of the College, these must include seven vital elements identified by the Commission:

*The integrity with which an institution treats its constituencies, respects the public interest, and maintains responsibility for all its endeavors

*Clearly stated mission, goals, and objectives appropriate to the institution's resources and the needs of its constituents

*Admissions policies clearly stated and related to the goals and resources of the institution

*Curricula which provide, emphasize, or rest upon general or liberal education

*Persistent concern as to the relation between goals and outcomes

*Emphasis on continuous intellectual and professional staff development, within a secure framework of academic freedom

*Organization and administration which facilitate teaching and learning

Conditions of Excellence

A common thread in much of the recent discussion on the performance of institutions of higher education is that traditional measures of excellence such as endowments and expenditures, the test scores of entering students, and selectivity in admissions fail to adequately tell us, in the words of the National Institute of Education's Study Group on the Conditions of Excellence in Higher Education, "what students actually learn and how much they grow, as a result of higher education." Excellence, according to the report of the NIE Study Group, Involvement in Learning: Realizing the Potential of American Higher Education, requires that "institutions of higher education produce demonstrable improvements in student knowledge, capacities, skills and attitudes between entrance and graduation." Thus, "adequate measures of educational excellence must...be couched in terms of student outcomes - principally such academic outcomes as knowledge, intellectual capacities and...other dimensions of student growth, such as self confidence, persistence, ...social responsibility, and understanding of cultural and intellectual differences."

The Path to Excellence

The remainder of this document represents Kean College's latest progress report on its prescription for and commitment to institutional excellence. The institution has been highly successful in developing a newly designed assessment system to measure improvements in students' knowledge, capacities, skills and attitudes over the course of their college experience. Few colleges in the country have implemented

such a comprehensive approach to evaluating, with a view to improving, undergraduate education. The Kean College project is reinforced by an ambitious plan to integrate computers across the curriculum, along with intensive faculty and staff training and implementation of a new core general education curriculum. Kean's approach is integrally related to the college's plans to expand its professional development capabilities and to a long-range program of strengthening its recruitment of Blacks, Hispanics and adult students, and improving retention rates for traditional freshmen.

These goals express the conviction that Kean College is uniquely committed to innovative approaches and methods in achieving its specialized mission. The student body is racially and culturally diverse. Most are from urbanized regions of the State, and many from economically and educationally disadvantaged backgrounds. Most are the first in their family to attend college. What these students find at Kean College is a faculty and administration which are highly supportive and committed to providing the best possible educational experience. The wide array of student-oriented services and activities reflect a constuctive and cooperative relationship between faculty and administration which is long standing. Excellence in teaching, commitment to developmental course work, special learning assistance services, honors programs, and a great many more activities detailed within this document provide evidence of a job well done. Dedication to providing an ever greater measure of student growth and achievement is Kean College's own map for its path to excellence.

OBJECTIVE ONE: ASSESS AND IMPROVE STUDENT ACHIEVEMENT

The outcomes assessment goals for student learning and development have been developed by all major programs in accordance with recommendations set forth in the Task Force Report (A Proposal for Program Assessment at Kean College of New Jersey: Final Report of the Presidential Task Force on Student Learning and Development, May 1986). Utilizing faculty-developed programs and instruments, the objective of outcomes assessment is to improve every major program and enhance the value of a degree in each academic discipline.

Under the direction of the Coordinators for the Assessment of Student Learning and Development (ASLD), training and guidance have been provided to faculty enabling them to develop and implement a comprehensive outcomes assessment program reflecting the particular needs of each academic major. An administrative assistant and secretarial staff provide clerical and communications support, maintain records of every program, coordinate conferences and training activities, produce a quarterly newsletter, process survey mailings and results, and maintain an Assessment Resource Center for use by the College's faculty and staff.

Assessment of Learning and Development Outcomes

The College's academic programs have been divided into four start-up groups. Beginning in the Fall 1986 Semester, a new group of programs was scheduled to initiate assessment activities each semester. All disciplines will have begun their outcomes assessment programs by Spring Semester 1988.

The eight "first wave," seven "second wave," nine "third wave," and fourteen "fourth wave" programs have established assessment committees comprised of faculty, students, alumni, and in many cases outside professionals. Faculty of these programs have met with President Weiss to discuss the College's commitment to the value of assessment and to encourage participation in all stages of the process.

The assessment committees of the first wave programs have studied the results of their completed pilot testing, made revisions to instruments and procedures, and recommended changes. The programs used a wide variety of assessment approaches to develop multiple measures of their effectiveness. As part of its assessment, for example, the Music Department video taped all student recitals and the Communications program recorded student presentations and

group discussions. Each of these programs established criteria and rated the students on how well each achieved previously established standards.

Other types of assessment approaches include the Chemistry program, which evaluated assessment data from Educational Testing Service's Program Self Assessment Service surveys administered to students and alumni. To define assessment criteria, the Nursing program conducted qualitative student interviews and reviewed more than 60 case studies. For Nursing, a specific course was designated as responsible for the assessment of several terminal objectives. Both Psychology and Communications designed surveys which were administered to students and alumni. The Early Childhood program used the Holymester Self-Esteem Questionnaire and selected effective writing, student teaching, affective outcomes and computer competencies, as areas for assessment. Social Work computerized a random sampling of data from alumni field instructor evaluation forms and included field instructors in the assessment committee. Pre- and post-tests were developed by the Teacher of the Handicapped program to measure changes in student attitudes toward the handicapped.

The College's second wave programs have completed the following outcomes assessment steps:

1. Develop and refine goals and objectives

2. Secure approval of goals and objectives by the full program faculty

3. Develop assessment plan, including instruments

4. Submit plan and instruments for faculty review and approval

5. Submit plan and instruments to the College Assessment Council for review and approval of pilot test

6. Study pilot test results to establish reliability and validity of methods and instruments

7. Based on the previous six steps, amplify and expand the scope of assessment procedures.

Third wave programs have developed their preliminary assessment plans for submission to the ASLD Coordinators and the College's Assessment Council during the Spring 1988 Semester. By the Spring 1988 Semester, all fourth wave programs will have begun the assessment process.

Results of ACT Entering Student, Currently Enrolled and Alumni surveys administered during the 1987 Spring Semester were received from ACT. The data were analyzed and recently provided to academic and service departments so that they can determine what revisions in programs and procedures may be necessary.

All planned pilot program activities, instrument development, and survey administration have been accelerate and are progressing in accordance with originally scheduled Work Plan projections.

Training and Development

Regular training sessions for academic program assessment liaisons, faculty and chairpersons have been scheduled to broaden their expertise in areas of instrument development, affective outcomes evaluation, and assessment procedures. Off-campus workshops and conferences have provided additional training in outcomes assessment concepts and methodologies.

Program assessment liaisons and department chairpersons from third and fourth wave programs have participated in orientation activities and an all-day goal-development session. An overview of outcomes assessment approaches, conducted by Dr. Trudy Conlan of ETS, for Kean College faculty was also attended by representatives of five New Jersey State Colleges.

A criterion-referenced test development workshop with Dr. T. Dary Erwin, assessment consultant from James Madison University included individual consultations with program liaisons to discuss specific aspects of their assessment instruments. Dr. Elizabeth Tenore of Salem Community College conducted a follow-up session on learning styles and criterion-referenced testing.

An information-sharing session, presented by three Kean faculty members who attended a week-long workshop at Alverno College, focused on the philosophy and procedures developed at Alverno and possible adaptation of some Alverno concepts and procedures to the Kean assessment program. A second session was conducted by three first wave liaisons who shared the progress, procedures, and problems of their pilot assessment. Following a special conference on Assessment at Kean College for student participants in October 1987, Dr.

Peter Ewell (NCHEMS), Dr. Trudy Banta (University of Tennessee, Knoxville), Dr. Alan Wutzdorf (Alverno College), and Dr. Candy Young (Northeast Missouri State University) held program specific consultations with 22 faculty.

The first edition of Assessment News, a quarterly newsletter for liaison, faculty, administrators, and staff, was published beginning in September, 1987. Liaison faculty from all academic programs are invited to submit articles and questions for publication.

Faculty and staff members from many departments have utilized the ASLD Resource Center, borrowing many books and articles since Fall 1988 Semester. The Center contains approximately 100 books, articles and tapes, which are continually being supplemented with new materials.

Student Awareness and Involvement

As mentioned above, a student assessment conference, believed to be the first in the nation, was held in October 1987. More than 100 full- and part-time Kean College students, plus representatives from three New Jersey state colleges attended. Student leaders assisted with the planning and coordination of the event, which featured faculty and student presenters from the three pioneer assessment institutions, Alverno College, Northeast Missouri State University and the University of Tennessee, Knoxville.

Dr. Trudy Banta, Dr. Alan Wutzdorf, Dr. Candy Young, and the student representatives explained the different approaches and methods of assessment at their institutions and answered questions from the audience. Dr. Peter Ewell moderated the student panel and a question-and-answer period. Students believed the conference extensively increased their knowledge of outcomes assessment, and they indicated that they felt assessment would provide substantial benefits to students at Kean College.

Kean's President, Vice President of Student Services and ASLD Coordinators met with leaders of the student governance organizations to create a greater awareness of the goals, purposes, procedures, and current activities in outcomes assessment of student learning on campus. A continuing dialogue was conducted during Fall 1987 Semester and is planned for Spring 1988 Semester to inform the student leadership of the recent progress and activities as assessment encompasses all four waves of academic programs and involves more students, both at the planning-committee level and at the pilot-testing level.

Student awareness of the College assessment program has been enhanced in several ways. At the annual faculty training session for the Freshman Seminars (mandatory for all entering freshmen), all instructors were provided with a "factsheet" on the College's outcomes assessment program to include in their presentations. The ASLD Coordinators are available to attend sessions of the Freshman Seminar and further explain the process as it affects students throughout their years at Kean College.

Students are part of the assessment committees for every major discipline and participate in the development, planning, and review of outcomes assessment procedures for their major. Many students have already participated in the piloting testing conducted by the first wave programs in Spring 1987 Semester.

What Was Learned From the Process

All activities have proceeded as planned and scheduled for the first half of fiscal year 1988.

Program faculties have reported that determining their goals and objectives has brought new insights and redirected efforts from a focus on process and activity to a focus on student outcomes. At least three programs are now considering a required senior seminar in which students will learn to synthesize performance objectives more effectively. Data analysis from student and alumni surveys has resulted in improved advisement in several departments.

The complexity of outcomes assessment involving many diversified programs and the necessity for accurate, valid data as a basis for institutional change, will require more time than previously anticipated. Based on the feedback from faculty and students involved in the first wave pilot assessment programs, the initial outcomes and results are worth the time and effort required to develop and implement them thoroughly and comprehensively. Extended time frames are required for communication with program liaisons and department chairpersons, for preparation of workshop and seminar materials and schedules, and for administration of the support activities essential to four groups of programs.

As a result of the pilot assessments, the ASLD Coordinators have indicated that continued support will be required for first wave programs to amplify and expand the work already completed and to achieve a comprehensive outcomes process.

Program liaisons and faculty have indicated that the knowledge and skills acquired through test development, training workshops, information-sharing sessions, and off-campus training activities (at Alverno College, for example) have not only helped in the development of the outcomes assessment programs, but have established a stronger connection between concepts and methods, on the one hand, and classroom teaching and testing on the other. The ASLD Coordinators have reviewed training needs in discussions and meetings with program liaisons. There is now a need for program specific training as opposed to generic training.

Future Directions

Design and implementation of a comprehensive outcomes assessment program adequately reflecting the diversity of Kean's academic student service and student life activities is a time-consuming undertaking. Since time constraints prohibited the creation and administration of completely new survey instruments for students attitudinal and perceptual data, a committee of the Assessment Council adapted commercially available (ACT) instruments and will develop follow-up surveys to provide specific information in areas identified as characteristic to Kean student life and activities.

A need for more training at every level of planning and implementation became evident as work progressed on the pilot assessments conducted by the first wave programs. More individual consultation with the ASLD Coordinators and with consultants is required for thorough development of all stages of the process.

Students are crucial to the success of the outcomes assessment program, and their participation at all stages is essential. Work is being intensified to ensure that students are thoroughly involved in all aspects of the process, not only to expand their scope and depth of understanding but to broaden their understanding of benefits that will accrue to students.

Dissemination Activities

ASLD Coordinators, staff members, and program liaisons communicated Kean College's faculty-oriented and student-involvement perspective during conference and workshop presentations given during the Fall 1987 Semester at:

National Alliance of Community and Technical Colleges, Burlington, Vermont
National Center for Higher Education Management Systems Denver, Colorado
Educational Testing Service, New York, New York
Creative Management in Higher Education, New Orleans, Louisiana
Consortium of State Colleges, Denver, Colorado

Kean College has been identified by the American Association of Higher Education as an emerging leader in the national outcomes assessment movement. The ASLD Coordinators have been invited to participate in the AAHE Forum on Outcomes Assessment, scheduled for May, 1988.

The Kean College student newspaper, The Independent, has published several articles about the Student Outcomes Assessment Conference, and the goals, procedures, and scope of outcomes assessment of student learning being implemented in the College's major disciplines.

In addition to distribution of the Task Force Report at assessment conferences across the country and to all public and private colleges and universities in New Jersey, copies have been requested by institutions in Indiana, Missouri, Connecticut, Pennsylvania, North Carolina, and Georgia.

Faculty from Montclair State College, Glassboro State College, William Paterson College, Caldwell College, and Seton Hall University have consulted the ASLD Coordinators regarding information and procedures necessary to begin the outcomes assessment process on their campuses.

Extensive on-campus dissemination activities included orientation and training sessions, individual meetings with the Coordinators and program liaisons, presentations at Freshman Seminars, and articles in three campus news vehicles, The Independent, The Update, and The Administrative Report.

OBJECTIVE TWO: IMPROVE ACCESS AND PERSISTENCE

Recruitment of Minority Students

The College experienced considerable success in attracting Black and Hispanic students for the Fall 1987 Semester. Of the 972 Freshman students enrolled this fall, 404 were from minority backgrounds (39 percent of the full-time Freshman class). The distribution of minority students included 177 enrolled through Regular Admissions; 107 through Special Admissions; and 120 in the EEO Program (see Table I). This represented an increase of 99 minority Freshmen compared with fall 1986. While considerable progress was made in the recruitment of minority students this fall, an increase in the proportion of Black and Hispanic students enrolled through Regular Admission remains as a priority for fall 1988.

First-time transfers to Kean College increased slightly (from 886 last year to 898 students this year). Approximately 18 percent, or 161 students were from minority backgrounds.

The first class of 19 Freshman Urban Scholars entered the College this fall under the full tuition waiver program (for ten semesters) for academically talented minority students from targeted urban secondary schools. Urban Scholars were provided with a special orientation/enrichment program during the fall semester through enrollment in a designated section of the Freshman Seminar.

A comprehensive Admissions Outreach Program was developed, by the Director of Minority Enrollment, during the Fall 1987 Semester, with the primary focus during the fall of an intensive program of on-site recruitment at thirty-five targeted urban secondary schools. With a staff dedicated to minority student recruitment including three new minority student recruiters (employed as half-time professionals while enrolled in graduate study), the full-time minority student recruiter and other admissions professionals, greater attention was given to personalized contact with prospective students and follow-through activities. In addition, a program of campus visitations (including workshops) involving urban secondary school students was organized; a minimum of twelve such programs will be conducted during the 1988 Spring Semester.

In addition to the Admissions Outreach Program, the College has continued its Bridge Program for High School Juniors. During summer 1987, fourty-six students from Plainfield, Roselle, Newark, Irvington and Hillside

participated in the program. Thirty-two were involved in a science track or a physical therapy track. The remaining fourteen completed general education courses in Speech Communication and Critical Issues in Health Education.

Our experience has been that fall and spring Bridge Programs meet with disappointing results. The College intends to continue this program but believes a summer program offers better opportunities for such students. The local high schools agree. Therefore, the College plans to enroll 106 Black and Hispanic students on board during Summer, 1988, (participating in a special Bridge Program in the sciences developed by the Kean College School of Natural Sciences, Nursing and Mathematics). There will be a smaller number interested in teacher education (25) participating in College courses, too.

Freshman Center

Activities in the Freshman Center and the Freshman Seminar have continued on essentially the same track as during the previous reporting period with, we believe, a high degree of success.

Personnel working with Freshmen have included 56 faculty and professional staff teaching Freshman Seminar (of whom 19 are Black and Hispanic), 15 faculty and professional staff assigned to the Freshman Center as part-time advisors (of whom 7 are minority members). In addition, 60 students, of whom 23 are minorities, are involved in the Peer Liaisons Assisting New Students (PLANS) program; these students are assigned to support Freshmen in their classes, as tutors, and as Freshman Center aides.

In fall 1987, Freshman Center activities included a multitude of orientation and student life events, such as New Student Orientation in September, attended by approximately 900 incoming Freshmen; Campus Awareness Festival, co-sponsored with Student Activities and attended by the Freshman class; Freshman Convocation, co-sponsored with General Education and attended by almost the entire Freshman class; "Alcohol Awareness Week", co-sponsored by the Counseling Center, the Black Student Union, and the Freshman Center Commuter Club, and well-attended by the College community in general; Safe Sex Week, co-sponsored with the Women's Center and Planned Parenthood and attended by fifty of the sixty Freshman Seminar sections (approximately 1,000 students). Freshman Center also co-sponsored a "What Can I Do With A Major In...?" Day with Career Development, an Eating Disorders Workshop and a Test Anxiety Workshop, with the Counseling Center; a Freshman Leadership Conference, with

Student Organization and the Student Development Office; and with the help of Student Development, a Celebration of Cultures Weekend, attended by Freshmen of all ethnic backgrounds. Freshman Center groups, the Commuter Club and New Student Committee, also mounted a number of activities such as "Rap with President Weiss" (an evening at the President's house), a bus trip to New York, a Holiday Dance, and publication of The Scoop.

As a clearinghouse of information, the Freshman Center collected, wrote, and published information on topics important to the Freshmen, including a complete supply of Major Guidesheets, a Freshman Seminar Resource Book, Registration and Advisement Information, numerous pamphlets, flyers, schedules, and informative pieces, a weekly article in The Independent, and A Letter Home, a newsletter for Freshman families.

In the Freshman Center, walk-in advisement addressed issues of registration, academic decision-making, major selection, tutoring, personal problems or referral to other offices and agencies. Between July 31 and December 11, Freshman Center advisors and Peer Liaisons logged over 2,000 meetings with Freshmen. These meetings did not include weekly Freshman Seminar classes, Peer Liaisons meeting with Freshmen in the dorms and elsewhere on campus, group, committee or social gatherings in the Center, or high school recruitment tours.

New undertakings this reporting period included working with the Learning Assistance Program to pilot an early warning system (SAFE, Student Academic Feedback Evaluation), a multi-cultural weekend retreat, and programs to reach the entire Freshman Seminar population, such as the Safe Sex Week.

Student responses continue to be favorable. The June, 1987, survey of the Freshman Year (not previously reported) revealed high mean rating (between "agree" and "somewhat agree") on all of the objectives tested; these included the degree to which Freshmen felt their first year had been successful, including their perceptions of increased self-confidence, ability to succeed, and awareness of their major; their perceptions of the quality of Kean College and of their professors; and their feeling that their Freshman Seminar teachers and the Freshman Center were supportive, helpful, and open to them. Similarly the prevailing view of the College's faculty and professional staff is that peer liaisons, teachers, advisors, and Freshman Center staff bring ethusiasm and dedication to their work with Freshmen, and the Freshmen in turn fuel the program with their own energy and excitement.

First year (fall 1986 to fall 1987) retention statistics for the 1986 entering class are very encouraging. The fall 1986 Freshman class was the first group to receive the benefits of both the Freshman Center services and assistance and the Freshman Seminar experience. The figures (Table II) indicated a reduction in first year attrition (from 30% to 26%) over the previous year. In addition, improved retention was registered in each of the College's three admissions categories (regular, special, and EEO admissions). Intervention programs thus appear to be having a salutory impact on student persistence, although careful review and monitoring will be required as the College continues to strengthen its efforts to enhance student success in the Freshman year and beyond.

Finally, the success of the Freshman Center led to the decision to open a facility geared toward the College's other large population of entering students, first-time undergraduate transfers. Beginning in fall 1987, newly admitted (as well as prospective) transfer students are able to obtain assistance at the Transfer Student Center located in Hutchinson Hall, next to the College's Evening Office. This new facility is staffed by advisors from the Advisement Center who are able to answer questions from prospective transfers regarding academic programs, credit transferability, or the College in general. The Center also works with newly admitted transfers during their first semester at Kean, assisting them with their adjustment to the College. Information on college policies, procedures, and services is available and is provided on a walk-in basis, Monday through Friday, throughout the academic year. The population served by this Center is an extremely important one for the College, with first-time transfers now accounting for more than 40% of the College's first-time students.

Learning Assistance Programs

To provide maximum support for student academic success and persistence, the College's Learning Assistance Program has expanded its activities and initiated several important pilot projects. The College introduced learning theory applications into its curriculum and Learning Assistance Program during the Summer of 1987. A three credit course, Academic Applications of Cognitive Learning Theory, was developed and is based on the Learning to Learn model (currently in operation at Syracuse University). The Learning to Learn model is designed to enhance student academic performance by modeling a range of learning strategies that are used by successful students. The

learning strategies represent applications of theory and research in learning and cognitive psychology. Two sections of the course were taught in the Summer, and three sections were offered in the fall semester. The course is required of all entering EEO students. It is too early to have first year (Freshman to Sophomore) persistence and academic performance data from participating students. However, the subjective impact of the course has been explored. Students who took the course in the Summer responded to post-course questionnaires. The majority of these students expressed confidence or strong confidence in a variety of learning skills: taking notes during lectures, reading textbooks, reading diagrams, solving problems, writing, preparing for tests, and taking tests. The majority of students who took the summer course attributed improvement or great improvement in many of these skills due to their enrollment in the course. The majority of students also felt better prepared for college-level work since taking the course during the summer.

Fall sections were administered pre- and post-course questionnaires. Similar trends in student responses have been observed in the data analyzed thus far. The preliminary success of the course is promising. Five sections will be offered in the Spring 1988 Semester (one of which will be taught in Spanish).

Three sections of Freshman Seminar emphasized Learning to Learn skills in addition to engaging in other critical Freshman Seminar activities (e.g., orientation and advisement). Pre- and post-course questionnaires administered to these students revealed increased levels of confidence in all learning skills queried.

Faculty who have been trained in the Learning to Learn model and who have taught either the three-credit course or the Freshman Seminar variation conducted a two-day training workshop on campus in November. The College's Learning Assistance Program organized the training workshop. Faculty and professional staff attendance was high. Evaluations of the workshop were extremely favorable and a similar workshop is planned for the Spring 1988 Semester.

In addition to the College's Learning to Learn Program, during the Spring 1987 Semester, Supplemental Instruction was introduced on a pilot basis in two "high risk" courses, Principles of Biology and College Algebra and Trigonometry. Supplemental Instruction was designed for courses in which there is a high percentage of D's, F's, and WD's. The program offers supplementary, voluntary sessions to students enrolled in participating classes. These sessions are conducted by successful students who are trained to

supplement course material in a variety of ways (e.g., review lecture material, prepare for exams, practice problem-solving, etc.).

Supplemental Instruction was expanded during fall of 1987 to include Principles of Economics. Further expansion is planned for spring 1988; additional "high risk" courses of Principles of Accounting and Principles of Contemporary Physics will be added to the program. Thus far research on the success of Supplemental Instruction reveals that student achievement is increased in participating classes.

An academic feedback system, SAFE (Student Academic Feedback and Evaluation), was tested during the Fall 1987 Semester. Three forms of feedback (mid-term grade, descriptive evaluation, and a combination of mid-term grade and evaluation) were distributed to sections of Freshman-level courses and all sections of Freshman Seminar. Although grade rosters are not yet available to determine the impact on academic performance and persistence, subjective measures obtained from questionnaries administered in Freshman-level courses at semester's end are currently available.

The majority of students who participated in the SAFE project indicated that mid-term information was helpful in improving their class performance and that similar information in all classes would have been helpful. Furthermore, the majority of students indicated that the mid-term information was clear, accurate, and timely. These findings pertained regardless of the specific form of mid-term information received by the students. The majority of faculty who were asked to give mid-term descriptive feedback (either with or without grade) indicated that students were more likely to improve their class performance and discuss performance-related issues. Thus, preliminary findings suggest the success of the academic feedback system, SAFE. The project will be further expanded in the Spring 1988 Semester.

The Learning Assistance Program published a brochure listing tutorial programs available on campus. This initial listing was distributed to all tutorial programs, the Freshman Center, and various campus groups. Campus-wide dissemination is planned for the spring semester. Evaluation of the listing prompted the fall 1987 creation of a General Tutoring program. This program supplements department-based tutoring in the areas of Developmental Mathematics, Reading and Writing, Accounting, Chemistry and Physics, Computer Science, Economics, Management Science, Quantitative Methods and Statistics, and tutoring services in the Exceptional Educational Opportunity (EEO), English as a Second Language (ESL), and Spanish Speaking Programs. Although Freshmen may

obtain tutoring in any subject area at the Freshman Center, the General Tutoring program will extend this service to all students.

Tutoring for the General Education core courses was begun in fall 1987. Initially, tutors have been recruited for one core course, Intellectual and Cultural Traditions. General Education tutoring will be expanded in the Spring 1988 Semester. Training and orientation sessions for student tutors were conducted by the Freshman Center and by the coordinators of the tutorial programs. Learning Assistance Program workshops for all student tutors in select Learning to Learn techniques will be offered in the spring by the Learning Assistance Program.

Increasing Student Involvement and Strengthening Leadership

The Student Involvement and Development Component of Objective Two is progressing as planned. The Office of Student Activities designed and conducted two student leadership conferences for the Fall 1987 Semester - one for the Black Student Union, and the other for the Greek Cooperative Council. The Office also worked with the Freshman Center and Student Organization, Inc. to design and conduct a Freshman Leadership Retreat, a Multi-Cultural Retreat and a Student Organization Conference. These events were held over five weekends, Friday through Sunday, and approximately 200 students as well as 16 staff/faculty attended.

The Hispanic Student Organization, in consultation with faculty and staff, designed and conducted their Second Annual Leadership Congress. The program was designed to review the status of concerns that were identified at the previous Congress and to discuss ideas, and issues of importance for the current year. Forty-eight students participated including representatives from the five Hispanic Student Organizations and the International Students Association.

Two Student Development Workshops were conducted in accordance with the President's Task Force Report on Student Funding. One workshop was designed to provide an overview and orientation for new student group leaders. The second was designed to provide clarification for the new Finance Board procedures and funding policies.

The number of student leaders participating in the foregoing training and development programs increased from 70 to 210 during the second quarter. Student leaders consistently reported that the programs were helpful in strengthening skills needed for improved management of their organizations and they reported improved relationships with

other student groups. This change is particularly notable with regard to the College Center Board, the Student Newspaper, Memorabilia, Freshman Student Leadership, the Black Student Union, the Latin Student Organizations and the International Students Association.

To further support leadership development efforts for student groups, the College has begun work on the establishment of a Student Development Resource Center. The Center will provide human and material resources for individuals, student organizations, graduate assistants and student services staff. The major aim of the Center is to assist students in developing personal, organizational, and life management skills.

With respect to other Challenge Grant initiatives, the Commuter Lounge continues to be an important resource for students. Approximately 250 people utilize the (classroom size) lounge on a monthly basis, with the highest volume in the evening between 4:30 and 7:30 p.m. The busiest evening is Thursday. Students have requested that the Lounge be opened at 9:00 a.m. instead of 11:00 a.m. to accomodate those who have early morning classes.

Finally, Cultural Arts Programming initiatives have been enhanced by cooperative programming efforts with the Freshman Center, the Center for Global Studies, the Africana Studies Institute, the General Education Program and the Office of the Dean of Liberal Arts. Student attendance now accounts for approximately sixty-five percent of the audience for these major programs.

TABLE I

FULL-TIME FRESHMAN ENROLLMENT - FALL 1987

	#	%
Regular Admissions	689	70.9
Black	45	6.5
Hispanic	80	11.6
White	512	74.3
Other	52	7.5
Special Admissions	159	16.4
Black	80	50.3
Hispanic	17	10.7
White	52	32.7
Other	10	6.3
Exceptional Educational Opportunity Program	124	12.7
Black	66	53.2
Hispanic	49	39.5
White	4	3.2
Other	5	4.0
TOTAL	972	100.0
Black	191	19.7
Hispanic	146	15.0
White	568	58.4
Other	67	6.9

TABLE III

RETENTION RATES: FRESHMAN TO SOPHOMORE YEAR

	Fall '85-Fall '86	Fall '86-Fall '87
Regular Admits	70%	75%
Special Admits	75%	78%
EEO	68%	69%
TOTAL	70%	74%

Total N: Fall 1985 = 1,012
Fall 1986 = 966

OBJECTIVE THREE: IMPLEMENT STRENGTHENED GENERAL EDUCATION PROGRAM

Since July 1, 1987 a number of important developments have taken place within the College's revised 56 credit General Education Program. These include: 1) strengthening and expansion of the General Education curriculum, 2) further development of cultural programs related to the (18 credit) six core courses, mandatory for all undergraduate students, 3) training of General Education faculty, 4) development of a General Education assessment program, and 5) development of a database to aid in evaluation of the General Education Program.

Strengthening and Expansion of General Education Curriculum

In the 1987 Summer Session 12 sections of General Education core courses were offered - 4 in English, Composition; 2 in General Education, Emergence of the Modern World; 2 in General Education, Inquiry and Research; 2 in English, Landmarks of World Literature; and 2 in General Education, Science and Technology in the Modern World. During the 1987 Fall Semester 112 sections of General Education courses were made available to students - 28 in English, Composition; 22 in General Education, Emergence of the Modern World; 23 in General Education, Intellectual and Cultural Traditions; 18 in General Education, Inquiry and Research, 14 in English, Landmarks of World Literature; and 7 in General Education, Science and Technology in the Modern World. The General Education offerings for both semesters were much higher than for last year. Every attempt was made to accomodate the scheduling needs of all students -not just new freshmen, but upperclassmen, who for a variety of reasons had been unable to enroll in an earlier semester.

In early December 1987 the Faculty Senate approved a policy to be used for identification of General Education breadth, or "distribution," requirements. With approval now having been provided by President Weiss, this policy will ensure that General Education breadth offerings are consistent with, and, reinforce the objectives of the core 18 credit curriculum. It is anticipated that this policy will be implemented for the September 1988 Freshman Class.

During the 1987 Fall Semester efforts were made to expand tutorial opportunities for students enrolled in General Education core courses. In the summer of 1987 several faculty members from Kean, spent a week at Syracuse University attending a workshop on "Learning to Learn," a

support program that helps students develop critical thinking skills and improve study skills. "Learning to Learn" will soon be introduced into several core areas. In addition, tutorial assistance was offered during the fall for students in the Intellectual and Cultural Traditions course. It is expected that this assistance will be expanded to at least one of the other core areas in the spring.

In early September the Director of the General Education Program appointed a General Education Task Force on Critical Thinking. This task force consisted of one representative from each of the six core areas and two representatives at large. Chaired by Dr. Margaret Dunn, Coordinator of the Intellectual and Cultural Traditions course, the committee worked at each of its meetings with Dr. John Chaffee of La Guardia Community College to determine: which critical thinking skills are already being addressed in each of the core courses; which skills still need to be integrated into these courses; and how this process of integration might best be accomplished. Having been provided by Dr. Chaffee with extensive background material about studies in the area of critical thinking skills, the Task Force produced its own list of critical thinking skills that require emphasis in the College's General Education program.

Most meetings during the Fall 1987 Semester were then devoted to consideration of the curriculum in each core course and of links which might be established between the courses. (These connections would enable students to understand relationships between subject matter taught in one course and subject matter taught in another. They would also facilitate the development and reinforcement of critical thinking skills at each stage of a student's progress through the General Education curriculum.) At the beginning of the 1988 Spring Semester the Task Force is scheduled to make recommendations to the General Education Assessment Committee about ways to strengthen assessment measures of critical thinking skills for each course.

At the beginning of September 1987, 44 General Education faculty members who still needed fundamental computer training were informed that they would be required to participate in a training session during the current academic year. During the fall semester, special workshops provided 17 participants with a two-session introduction to the computer: two sessions on word processing (using Microsoft Word), and, depending on the faculty member's interests, two sessions on either a statistical package (Microstat) or an authoring package (McGraw Hill). Similiar workshops will be offered during the 1988 Spring Semester for faculty members who still require training. In conjunction with these

workshops, core course coordinators and core faculty are considering computer-assisted instruction may best be incorporated into the curricula of the core courses. It should be noted that in the fall of 1987 28 sections of English Composition, 19 sections of General Education Inquiry and Research, and one section of G.E Science and Technology in the Modern World included computer-assisted instruction as part of the curriculum. Preparations are now underway for the building of a second General Education Computer Laboratory in order that more sections may do so and in order that even more free time may be made available to students for work at computer terminals. (The present laboratory is now available 10 hours per week, including Saturday morning and several evening sessions, for General Education students to do homework assignments.)

Several programs focused on expanding the global awareness of our students were offered in fall 1987 as part of our General Education program. Arrangements were made in many General Education sections for visits by foreign students studying at Kean, and a special reception was held for these students at Thanksgiving. A film series was developed for the General Education courses this semester focusing upon the global awareness theme. Mr. Ernesto Ortega, the Sandinista Mayor of Masaya, Nicaragua, visited and talked with the students in several sections of Emergence of the Modern World. General Education students were encouraged to attend lectures and panel discussions scheduled as opening activities for the College's newly established Africana Studies Program. They were also encouraged to attend a lecture given by Mr. James Fatemi of Drew University on current political problems in the Middle East. In conjunction with this lecture, approximately 45 students from Emergence of the Modern World participated in a hostage crisis simulation designed and directed by Mr. Moorhead Kennedy, a former hostage in Iran, and Ms. Martha Keys, his associate at the Myrin Institute/CIU in New York. This similation will be repeated in the 1988 Spring Semester for a larger group of Emergence students. As a result of the College's greater emphasis on global awareness for its students, an increasing number of faculty in two core courses (Emergence of the Modern World and Science and Technology in the Modern World) have modified their curricula to focus on global issues. This emphasis is already very much a part of a third core course, Landmarks of World Literature.

Cultural Programming

Two significant developments have occurred this past fall in the area of cultural programming. First, cultural activities have been planned which are more directly related to the curricula of individual core courses than in previous semesters. Second, the requirement that students participate in two outside cultural programs per course has been strengthened.

A broad variety of cultural programs was scheduled this past fall. Among them were the following: a required visit to the Metropolitan Museum of Art for all students enrolled in Intellectual and Cultural Traditions; a required trip to the Cloisters for a number of Landmarks of World Literature students; a dramatization by Mr. Frank Fowle, an actor, of sections of the Iliad; a presentation by the Pomander Theatre Group of selections from Shakespeare plays; a lecture by Ms. Rae Alexander Minter on the Black American artist Henry Tanner; a piano recital by Martha Anne Verbit; a lecture on and concert of Baroque organ music presented by Professor Edward Wesley, an Intellectual and Cultural Traditions faculty member; an orchestra concert by the Virtuosi di Camera (conducted by Professor James Howe, also of the Kean faculty); a film series including "The Official Story," "China Syndrome," "Aguirre, the Wrath of God," "Bosman and Lena," "Fahrenheit 451," and "Clockwork Orange." An on-campus presentation of the play Inherit the Wind; a demonstration by the Thunderbird Dancers, an Indian dance group (Freshman Convocation); lectures on North American Indians by Mr. Jamake Highwater, Dr. Herbert Kraft, and Mr. James Revey; a presentation of "Dracula" by the National Players; a presentation by the Theatre Fantastique; a presentation by Gallman's Newark Dance Theater; and piano concert by Mr. Jose Feghali. Professor Barbara Tomlinson, an ICT faculty member, has been working and will continue to work with the General Education core course coordinators to develop cultural programs appropriate to the curriculum needs of each core area.

Faculty Training

While most formal training in the General Education Program is scheduled for the spring semester, several training opportunities were provided this past fall. Members of the College's Task Force on Critical Thinking received instruction from our consultant, Dr. John Chaffee. One member of the Task Force attended a critical thinking conference in Sonoma, California, this August. Several

General Education faculty members took part in an on-campus training session focusing on student "learning styles." This session was directed by Dr. Elizabeth Tenore of Stockton State College. Under the auspices of a Gender and Ethnicity Grant funded by the State of New Jersey, three presentations, attended by General Education faculty, were made during the semester. The first, involving library resources in the area of gender and ethnicity, was given by Dr. Christina Bickford, Librarian of Barnard College. The second, directed toward the faculty of Emergence of the Modern World, was given by Dr. Susan Stuard of the Haverford College History Department. The third, directed toward the faculty of Landmarks of World Literature, was given by Dr. Carole Shaffer-Koros, Chairperson of Kean's English Department. Several General Education faculty members participated during the summer in a workshop on "Learning to Learn" at Syracurse University, and one spent additional time at the University, under the direction of Professor Peter Kline, studying the Syracuse Accelerated Learning Program. This fall two instructors of the Science and Technology course attended a conference entitled "Science and Technology in Industry in New Jersey." And Dr. Carole Shaffer-Koros, who teaches Landmarks of World Literature, took part in the Columbia University N.E.H. seminar entitled "Project on Asia in the Core Curriculum." It is expected that during the coming semester the training which all these faculty members have received will be disseminated to others teaching the core program.

As for training of large segments of the core faculty, two recent developments should be noted: first, during several faculty meetings for Intellectual and Cultural Traditions and for Inquiry and Research, faculty member teaching in the Program made presentations based upon their own curriculum and classroom experiences. Second, over the summer months, Dr. Margaret Dunn and Professor Barbara Tomlinson created a major training and resource manual for instructors of Intellectual and Cultural Traditions. Initial indications are that faculty have benefitted greatly from both the training sessions and the manual.

Assessment

Following a spring 1987 Kean College - Educational Testing Service pilot program in which a limited number of students from each core area was tested with common sets of course-related assessment questions at the end of the semester, the General Education Assessment Committee agreed to expand this exercise in the fall. It was concluded that such an approach would not only increase the sample sizes in

each core course area and thereby provide more reliable data, but also expose all participating faculty members to additional training and discussion associated with the assessment process. Consequently, all faculty members teaching in the General Education Program during the fall were notified in September that they would be required to take part in this exercise.

In early October, faculty members began to submit questions and scoring guides for use in their respective core areas. As was the case in the spring, each core group worked with a consultant from Educational Testing Service to develop these questions. Essay questions were written for all six courses, and an additional multiple choice test, which had been administered in the spring, was revised for Science and Technology in the Modern World. Scoring guides were also written to accompany each essay question. In all areas, except for Composition and Science and Technology in the Modern World, these scoring guides were based on a proprietory core scoring system now being refined by Educational Testing Service.

All students taking General Education courses were informed early in the semester that they would be given a final examination as part of their course requirements. The assessment questions were embedded in these examinations, administered at or near the conclusion of the semester and evaluated individually by the instructor for the purpose of preparing a final grade. The responses were then submitted to the General Education Office in preparation for group readings in each core area scheduled for January 22, 1988. A total of 3,070 examinations was administered - 700 in Composition, 690 in Intellectual and Cultural Traditions, 600 in Emergence of the Modern World, 450 in Inquiry and Research, 420 in Landmarks of World Literature, and 210 in Science and Technology in the Modern World.

Although it was only developed last spring, the General Education assessment program has already begun to have a positive effect on the core curriculum. Virtually all faculty members teaching General Education courses took part in the scoring sessions scheduled during the June Institute, and what they learned from these sessions has affected their approach to subject matter as well as teaching methods. In a more general sense the experience of group scoring has been an incentive for faculty in almost all of the core areas to modify course objectives and curricula. For example, Emergence of the Modern World faculty are now in much closer agreement about events and themes to be covered in the course. Inquiry and Research teachers are working together more closely in the development of common research projects.

And Intellectual and Cultural Traditions faculty are beginning to move toward more in-depth treatment of particular topics. These improvements have been enhanced this semester by the process of question-building that took place in October, and it is expected that further changes will occur after the reading on January 22.

The General Education Assessment Committee is now looking ahead and making plans for future semesters. Two concerns will be discussed early in the spring. The first issue - how to make the assessment instrument a more accurate measure of critical thinking skills - will be addressed in late January in cooperation with the Task Force on Critical Thinking Skills. The second issue - how to use or modify the end-of-course assessment instruments so that they become an increasingly reliable means of measuring the effect of the total program - will also be addressed at that time. By the end of the 1988 Spring Semester the General Education Assessment Committee expects also to have established plans for program assessment through June 1990.

Program Evaluation

Considerable progress has been made this fall in the area of program evaluation. Data from the June reading of examinations were keyed into the system, and although incorporation of additional data is required on an on-going basis, a pattern of analysis was established so that after the January 22 reading, information about student performance on these tests may be compiled and studied. This information will be viewed in connection with student background data in such areas as SAT scores, New Jersey College Basic Skills Placement Test Scores, and performance in other Kean College courses. The data will also be reviewed of student enrollment patterns for General Education courses. Another aspect of the General Education evaluation plan is a study of test reliability and test validity. Preliminary investigations based upon the pilot project indicate a high index of inter-rater reliability for the June readings.

As in previous semesters, student and faculty questionnaires relating to the General Education Program as a whole were distributed shortly before the final day of class. Some questions on the survey have been refined, but otherwise the fall questionnaires are consistent with those distributed in May 1987. Responses to these fall questionnaires have not yet been fully keyed into the database, though when the results are available, they will be compared with results of the spring distribution.

Several trends seem to be emerging from the student surveys administered and tallied so far. First, students, though they may not be pleased about the requirement that they take the General Education courses, do recognize that these courses will have a positive effect. Second, students are more inclined to see the General Education core offerings as helping them to perform well in college and less likely to believe that the classes will have a positive effect once their college careers have been completed. Every effort will be made to further study these results and to use them in conjunction with other information as a means of strengthening the General Education Program.

During the month of July, a sample of students who had completed at least five of the General Education core courses was asked to participate in a discussion group led by two upperclassmen. Because the sample was too small, because it did not adequately reflect the diversity of the Kean College population, and because the format of the session needed further refinement, the results of the discussion provided little information useful for evaluation purposes. However, additional sessions are scheduled for the spring semester and they will be structured to provide more reliable information.

A Note on Dissemination

Now that the General Education Program has been in operation for over two years, the Director and the Chairperson of the Assessment Committee have begun to speak at other colleges in the state about the structure and implementation of the core. Both have made presentations at Montclair State College and at Paterson State College, with audience at the latter representing colleges from throughout New Jersey. In addition, both attended the Annual Meeting in October of the National Center for Higher Educational Management Systems. Moreover, through contact with Dr. Alexander Astin of UCLA, Dr. Peter Ewell of NCHEMS, Ms. Gertrude Conlan of Educational Testing Service, Kean College's General Educational Program, and particularly its assessment component, are beginning to receive national recognition. At the NCHEMS conference in October, Dr. Chester Finn, Assistant Secretary of Education, cited Kean's overall assessment program as worthy of recognition. And at the Invitational Conference on Effective Value Added Assessment, both Dr. Astin and Dr. Ewell took special note of the General Education Assessment Program at Kean. It is apparent to all involved with the Program that future efforts should be made to disseminate information through journal articles and out of state presentations.

OBJECTIVE FOUR: EXPAND FACULTY AND PROFESSIONAL STAFF DEVELOPMENT

Kean College is firmly committed to the goal of introducing and integrating computing technology into all its academic programs. The College at present enrolls more than 800 full and part-time undergraduate students in the undergraduate major program in Computer Science. Several other academic disciplines, including Management Science, the major program with the largest number of students, Accounting, and Technology already require computer science courses as part of their respective major programs. These disciplines as well as the academic programs in the natural sciences (Biology, Chemistry and Geology/Meteorology) have incorporated the use of computers within their own courses primarily through the use of microcomputers. The same pattern is at present being developed in all the disciplines with initial emphasis in Economics, Political Science, Sociology, Psychology, Fine Arts, Special Education, and Early Childhood Education.

Computer Training Plans

The College's Computing Plan has six stated major objectives which are purposely broad and interrelated. Among these college objectives are the following four which particularly pertain to academic computing:

1. The College plans to provide a high level of support for the undergraduate major programs in Computer Science and Technology, and the Masters in Management Systems Analysis.

2. The College plans to proceed with the continued integration of computers and computer based applications throughout the academic disciplines. The objective is to have appropriate computer applications incorporated into academic programs and into courses at each undergraduate class level and at the graduate level, in all disciplines.

3. The College plans to place special emphasis on the uses of computer technology for students majoring in education.

4. The College plans to provide a high level of support for the Kean College Computer Research and Training Institute. This Institute is dedicated to the education and development

of faculty members and staff in the area of computer technology, information processing, data base systems, computer application, and telecommunications.

Computer Training Initiatives

During the first six months of fiscal year 1987-1988, Challenge Grant funds enabled the Computer Research and Training Institute (CRTI) to offer 13 sections of training courses, which resulted in 71 individuals utilizing 114 training opportunities. The courses were designed to assist faculty members as well as professional and clerical staff in attaining computer competency in the area of personal computing. The courses, which dealt primarily with microcomputer applications, were offered during the period July 1, 1987 to December 31, 1987. This program will continue. The faculty and staff who participated in the courses did so voluntarily in order to enhance their own skills and competencies.

Additionally, the CRTI assisted the General Education Program in the training of faculty in the development of microcomputer competencies. CRTI personnel will be involved in providing instructional assistance to major disciplines which are currently implementing plans for integrating microcomputer skills into their courses. The Institute has begun to vary its training methods to provide for more individual instruction and to focus courses around a selection of specific word processors for MS-DOS and APPLE microcomputers. The training courses will also be opened to student computer laboratory assistants who assist the faculty involved in using campus microcomputer installations.

Training programs particularly benefited those faculty who initially assisted the primary instructors teaching the courses. This mentoring relationship in on-campus training has allowed the College to expand the number of qualified instructors for the Institute's programs.

Each of the College's four School Deans were provided with funding for faculty and staff to participate in external training activities designed to provide competency in using the computer in their discipline or field of work. Two college staff members, Edward Zoll (Task Group 1 - Jerry Sprecher, Chair, California State University - Academic Software Development) and William Vincenti (Task Group 5 - Mary Grace Smith, chair, Harvard University -Managing Software Acquisition and Support), represented the College at the EDUCOM '87 conference and were asked to participate in the EDUCOM software initiative.

Several faculty of the Technology Department were trained in Computer Assisted Manufacturing (CAM) tool programming. Five faculty members of the Communications and Theatre Department participated in a two day conference (in Boston) which provided instruction on the availability and use of software for classroom instruction.

A consultant was brought to our campus to provide a two-day training session for faculty members in the Music Department. This program introduced faculty members to the use of the APPLE microcomputer for specific programs to be integrated into Music classroom instruction.

The College's Human Resources Development Committee (HRDC) has developed an institutional procedure to facilitate requests for external training of faculty and professional staff. A College committee will be established to review and approve requests for external training. The Vice President of Administration and Finance may also authorize additional external training activities where appropriate.

A Computer Training Committee (CTC) composed of four faculty members and one administrator has been established as a subcommittee of the HRDC. Working in cooperation with the School Deans, each department has designated at least one faculty member to assist in the development of a five-year academic computing plan. Departmental and School computing plans were completed during the Spring 1987 Semester. A comprehensive five-year academic computing plan will be prepared from the individual department plans. The major responsibility for implementing the discipline-specific computing plans will lie with the School Deans and be supported by both Challenge Grant and institutional resources.

A Released Time for Research Program using a request for proposals (RFP) procedure to provide support for computer research activities has been developed by the HRDC. Faculty, staff, and librarians interested in computer related research will be eligible to apply for support through this program. Successful applicants will receive released time as well as financial support for software, materials, and travel.

The HRDC has also established a computer related grant program. This internal grant program will enable individual faculty, staff, and librarians to apply for and then receive financial support for research projects which will lead to the integration of computing into the academic discipline.

OBJECTIVE FIVE: INTEGRATE COMPUTERS IN CURRICULA

The Colleges' Computer Plan contains several major objectives which are designed to integrate computing into the curriculum at both the undergraduate and graduate levels, in all disciplines. There are discrete computing applications which are subsumed under the stated activities including telecommunications, information processing, CAD/CAM, CNC, computer based scientific instrumentation, and IDBMS among others.

Institutional Initiatives

The College Computer Center supports both academic and administrative computing needs. The College has five Prime minicomputers (P9955, P9750, P2665, P2250, P6350) primarily dedicated to academic computing. A Prime 9955 model II minicomputer supports Colleague an integrated data-base management system (IDBMS) which is now fully operational. The College is a principal member of the New Jersey Educational Computing Network (NJECN) and has access on a remote basis to an IBM 3033 and IBM 4381 located at the ECN site in Edison, New Jersey.

The College plans to install a campus area network which would use fiber optics as the backbone transport technology. Discussions have taken place with New Jersey Bell and a proposal is being prepared which includes linking all of the academic buildings, the Administrative Services building, and the College's Computer Center. This fiber optic backbone will be able to support the transfer of data between buildings in its initial phases of operation. The installation will also permit voice and image transfer at a future time.

There will be a number of small local area networks tied into the campus network and provisions will be made to facilitate intercommunications between the local area networks (LAN) emerging on campus as well as an access to shared resources such as the computer center and the New Jersey Educational Computing Network (NJECN). An Ethernet network will be installed in two campus buildings to provide prototyping of the network protocols and services. Sytek, Inc. is developing a proposal which would include the installation of the Ethernet network in the Science building and Townsend Hall.

Programmatic and Discipline-Based Laboratories

The College is planning to establish a second microcomputer laboratory (in addition to the one already in operation) exclusively dedicated to the General Education program. Training activities have been offered for faculty who teach in the General Education program to enhance their working knowledge of various software applications including word processing, statistics, simulations, and authoring systems.

During the past six months, several microcomputer laboratories were either established or enlarged. These changes included an enhancement of the Master in Public Administration laboratory, and the equipment for a Political Science microcomputer laboratory has arrived on campus. Specifications have been developed for the installation of a laboratory to support the Foreign Language Department. An enhancement of the Management Science laboratory will be updated and expanded to assist the faculty and students of the Master of Science in Management Systems Analysis. This enhancement will enable the MSMSA faculty to develop computer applications for students which deal with critical analysis, decision-making, and integrated data bases.

A microcomputer laboratory will be established for the College's health professions disciplines. This array of microcomputer systems will serve students enrolled in Medical Record Administration, Nursing, and Occupational Therapy classes. The laboratory will also support advanced projects in the three disciplines.

By the end of current fiscal year, the College will have established 30 microcomputer laboratories, each equipped with between 5 to 26 microcomputers. Each laboratory is designed to facilitate the incorporation of computing applications in a particular discipline. Because the focus for each laboratory is on the integration of the microcomputer into the specific discipline, the types of applications vary widely. These laboratories are in addition to the minicomputers and terminals located in the Computer Center.

This collection of computers specifically dedicated to the integration of computing into the academic disciplines totals 412 units. There are 383 microcomputers, 5 workstations, 61 terminals, and 5 minicomputers primarily dedicated to academic pursuits. Additionally, a microcomputer system has been provided for each academic department and major program at the College.

Various network related activities have taken place during this period. IBM Token Ring Networks have been installed in several locations on campus. They include the

Office of Professional Services, where a training activity was conducted during the Summer of 1986 to develop appropriate protocols and to serve as a prototype for other installations. A second network has been installed in the CRTI research and development laboratory for training of faculty and staff; another will be initiated in the main CRTI training laboratory to further assist in training faculty and staff in network utilization, resource sharing, electronic mail, virtual terminal capabilities, and printer service. The Computer Science microcomputer laboratories will be configured to utilize the token ring architecture in an instructional environment. Networked classrooms have already been established by the School of Natural Sciences, Nursing, and Mathematics.

Computer Purchase Incentives

A Computer Purchase Plan was introduced in order to make an attractive minicomputer purchase program available to faculty, staff, and students during FY 1988. Full-time faculty and librarians are eligible to receive a stipend of $600 to used toward the purchase of a microcomputer system or related peripherals. In addition, the College has entered into an agreement with IBM that will enable faculty and staff to buy IBM microcomputers and associated peripherals at significant discounts. The College also has an understanding with Zenith microcomputers by employees and students at substantial discounts. APPLE Microcomputer and the College are now negotiating an agreement which would provide significant discounts on the APPLE Macintosh system and related peripherals.

Associated Computer Research and Training Opportunities

The Computer Research and Training Institute offered 13 sections of computer courses during the first six months of fiscal year 1987-88. This resulted in 114 training opportunities for faculty, professional, and non-professional staff. The courses included various wordprocessing applications, spreadsheets, programming languages, data bases, computer aided design, and authoring systems.

A Released Time for Computer Research request for proposal (RFP) procedure was developed. It is designed to provide faculty and staff with appropriate levels of time to work on computer related research. An RFP procedure for external training related to computing was also developed. This program will provide certain faculty and staff with funding to travel to training activities away from the

college. In the 1987-88 Fiscal Year, faculty in Computer Science, Technology, Music, and Communications and Theatre departments have been able to avail themselves of the external training funds to participate in activities designed to enhance their programs.

CHALLENGE GRANT PROJECT COORDINATION

PROJECT DIRECTOR	DR. NATHAN WEISS	PRESIDENT
Evaluation and Implementation Comm.	Dr. Henry J. Ross	Director, Institutional Research
Objective One	Dr. Donald Lumsden	Professor, Communications/Theatre
	Dr. Michael Knight	Professor, Early Childhood
Objective Two	Mr. Patrick Ippolito	Vice President, Student Services
	Mr. Frederick Marder	Vice President, Academic Services
Objective Three	Dr. Daniel O'Day	Director, General Education
Objective Four/Five	Mr. Charles Kimmett	Vice President, Administration/Finance